**3rd Grade Reading Intervention Plans for Mrs. Dean Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 6 Week 2 Story Title: Happy Birthday Mr. Kang**

**Monday**- Use TE DI -12- 1) Preteach Phonics- SCHWA. Remind students that at least 1 syllable in a multisyllabic word is accented or stressed. Write *ago.* Ask: *How many syllables do you hear in the word ago? (2) Which syllable is accented or stressed? (the 2nd) What vowel sound do you hear in the accented syllable? (long o)What vowel do you see in the unaccented syllable? (a)Do you hear the long a sound? (no) What sound do you hear? ( ) It is the schwa sound. It can be spelled a, e, i, o, or u, but you will hear it only in some unaccented syllables.* 2) Preview Decodable Reader 27: *A Circus Life for Ben-* Read/discuss words: Review the words on Decodable Reader pg 89; blend the following story words: spout, jungle, performer, trapeze, balanced, juggled, gracefully, & gasped. Discuss the meaning of the words, too. 3) Preview Decodable Reader 27 with a Picture Walk Talk & make predictions about what the story is going to be about. Students will listen to the teacher model read the Decodable Reader 27 orally to the students for fluency.

**Tuesday**- Use TE DI-14- 1) Word Study Phonics- Practice sounding out words; look for little words inside, slash out syllables, etc. with following words: bows, chilly, foolish, foreign, narrow, perches, & recipe. 2) Practice decoding, reading, slashing out syllables with Multisyllabic Words: write *tightly* & model how to use meaningful word parts to read it. Say:  *I see that this word has a base word & a suffix. First I cover the suffix “ly” & read the base word: tight. Then I uncover the suffix & blend the base word & the suffix to read the whole word: tight, ly, tightly. The suffix “ly” means “in a certain way,” so tightly means “in a tight way.”* Continue with words: ceramic, homeland, kumquat, bamboo, mooncakes, freshly, & threshold. 3) Choral/Echo read typed version of Decodable Reader 27 for fluency practice. 4) Highlight Spelling Patterns from Monday’s lesson. 5) Create other words to add to the Spelling Patterns.

**Wednesday**- Use TE DI-16, pgs 311& 295- 1) Target Skill-Cause/Effect- Discuss the meaning, examples, & clue words from pg TE DI-16 & pg 304 & 311. 2) Target Strategy-Graphic Organizers- review pg 304. Also reread pg 317 to review Summarize. 3) Sort Retelling Cards by putting the cards in order according to the event in the story for sequencing. 4) Reread Decodable Reader 27- Highlight punctuation marks.

**Thursday**- 1) Put the Retelling Cards in correct sequential order. 2) Write 1 sentence for each picture for summarization. 3) Reread Decodable Reader 27- Underline phrases. 4) Practice reading Phrase Flashcards.

**Friday**- Progress Monitor students one-on-one.